

Pupil premium strategy statement – Ormskirk Church of England Primary with Nursery School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	402
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2024-2027 academic years
Date this statement was published	17 th September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Giles Storch
Pupil premium lead	Heather Sheppey
Governor / Trustee lead	Sue Routledge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 133,270
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0.00
Total budget for this academic year	£ 2,804,785

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is funding allocated to schools by the government for children in school from low income families who are known to be eligible for free school meals (FSM), and those who have been eligible at any point in the last six years, as well as children who have been registered as 'looked after', "post looked after children", adopted from care, leave care under "Special Guardianship Order" or "Child Arrangements Order."

We use our Pupil Premium funding to ensure these children make good academic progress in the following ways:

- Providing interventions before school.
- Employing teaching assistants to support children to address their specific needs and overcome barriers to learning. This is done in class and through programmes delivered individually or in small groups.
- Subsidising school visits, particularly residential.
- Supporting the cost of purchasing additional resources to ensure that our curriculum offering is of a high standard and researched based as this has the single biggest impact on pupil premium children's progress.
- Supporting pupils' social, emotional and behaviour needs

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Wider world experiences
2	Exposure to a range of different environments
3	Development of cultural capital
4	Maintain PP children's strong rate of academic progress
5	Attendance of PP children impact progress

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Sustain progress in maths, reading and writing across all year groups to mitigate lost learning opportunities with a teacher.	PP children continue to make good progress relative to their starting point as evidenced by internal data.
Children have the opportunity to access school trips thus improving their access to world experiences and developing their cultural capital.	PP children experience all school trips and residential to widen their world experience thus translating to improved outcomes.
Children have an increased sense of belonging and as a result attendance of PP pupils improves.	PP children report an increased sense of belonging measured through Leuven Wellbeing scale assessments.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of evidenced based approaches to teaching mathematics and phonics. This will be achieved by ensuring continual high-quality CPD.	EEF Pupil Premium Guidance Report states that "Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly by socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high-quality curriculum materials or investment in the use of standardised assessments.	4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £72,863

Activity	Evidence that supports this approach	Challenge number(s) addressed
Before school interventions in reading (including phonics) and maths to close the attainment gap.	EEF Pupil Premium Guidance Report states that "Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum."	4
Teaching Assistant deployment used to support high quality provision within the classroom and delivering targeted interventions.	EEF Pupil Premium Guidance Report states that "Strategic deployment of teaching assistants is important to ensure that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement rather than replace high quality provision from the class teacher.	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £47,406

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting attendance by releasing teacher 30 minutes per week to track attendance throughout school.	EEF Pupil Premium Guidance Report states that "Poor attendance at school is linked with poor academic attainment across all stages. Some parental communication approaches and target parental engagement interventions.	5
Supporting pupils' social, emotional and	EEF Pupil Premium Guidance Report states that "Social and	5

behaviour needs by releasing a teacher 1 day per week to offer hypnotherapy sessions to key children.	emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole class approaches as well as targeted interventions, monitoring the impact of these choices carefully.	
Subsidising school trips in particular school residential.	EEF Pupil Premium Guidance Report states that "Extracurricular activities are an important part of education in their own right. These approaches increase engagement in learning, but it is important to consider how engagement translates to improved outcomes.	5

Total budgeted cost: £ 133,269

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overall across school there is a mixed picture of attainment for our Pupil Premium children.

Some cohorts show a high attainment for these children. School data shows that some of these children are making excellent progress in Maths and English. Girls generally outperform boys although this follows the National picture. Interventions are used to support children of all abilities. Progress for these children is measured through our internal Pupil Progress Trackers.

Commented [SB1]: @Hardman, Jenny

Please can you place here any data regarding PP chn and how they performed vs non PP in GLD, KS1 data, Phonics, Times Table Check and KS2 SATS?

I have attached the analysis from the website for your reference.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider